



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2007**

**Grade 3
Reading**

Reading

❶ Which word rhymes with mitten?

- ☐ A. kitchen
- ☐ B. listen
- ☐ C. kitten
- ☐ D. lesson

❷ Which word has the same **ending** sound as slowly?

- ☐ A. sled
- ☐ B. lucky
- ☐ C. today
- ☐ D. rolling

Read this story about Gus and Grandpa. Then answer the questions that follow.

“All Aboard!”

by Claudia Mills



Gus and Grandpa were going to ride on a real train! Mommy and Daddy and Skipper were taking Gus and Grandpa to ride a real old-time steam engine.

First they drove all day on curvy roads up and down cool green mountains. Gus sang train songs. Skipper barked along with him. Gus changed some of the words for Skipper. He sang, “I’ve been barking on the railroad.” He sang, “Riding on that old barking train.”

That night they stayed in a motel. Daddy and Mommy were tired from driving. Gus was tired from singing. Skipper was tired from barking. Grandpa was tired from listening to the singing and barking.

Early the next day, Mommy and Daddy and Skipper drove Gus and Grandpa to the train station. “Do you have the train tickets?” Daddy asked.

“You bet!” Grandpa said. “I have them hidden in a special safe place.”

Mommy and Daddy and Skipper drove away to visit some friends. Gus and Grandpa waited at the station. They walked up and down the platform. They looked at the train.

The locomotive huffed and puffed. The steam hissed and whistled. The air smelled of smoke and cinders. Then the conductor called, “All aboard!”

Gus and Grandpa climbed onto the train. Gus felt as if he were bubbling inside with happy steam. "Can I hold my own ticket?" Gus asked Grandpa.

"Sure," Grandpa said. But then Grandpa's face fell. "I hid the tickets in a special safe place," he said. "But now I cannot remember where they are."

Gus felt his happy steam all blow away. "Are they in your wallet?" Gus asked.

Grandpa checked. "No," he said.

"Are they in your pocket?" Gus asked.

Grandpa checked. "No," he said.

"We are not doing well, Gus. The other day you forgot the gate. Then we both forgot Skipper. Now I have forgotten where I put the tickets."

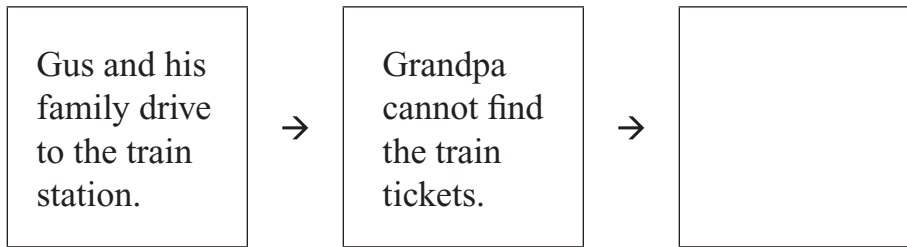
Grandpa looked very, very sad. "I'm sorry, Gus," he said.

"I know," said Gus. He felt bad that Grandpa felt bad. "It's okay."

Grandpa took off his hat and scratched his head. "Wait a minute! Here they are! I put them in my hat band!" The train whistle blew.

Gus felt his happy steam bubble over again. He and Grandpa forgot a lot of things. But Gus never forgot that he loved Grandpa. And Grandpa never forgot that he loved Gus.

Slowly the train chugged out of the station. Along the tracks, children shouted and waved at Gus and Grandpa. Together, Gus and Grandpa stood at the window and waved back.



3 Which event from the story belongs in the empty box?

- ☐ A. Gus and Grandpa wait at the train station.
- ☐ B. Gus and Grandpa stand at the window and wave at people.
- ☐ C. Gus and Grandpa climb onto the train.
- ☐ D. Gus and Grandpa get to the train station early in the day.

4 What does Gus do for his dog, Skipper?

- ☐ A. feeds him lunch
- ☐ B. takes him for a walk
- ☐ C. brings him on the train
- ☐ D. changes the words to a song

6 Where does Grandpa say he put the train tickets?

- ☐ A. in his jacket
- ☐ B. in a safe place
- ☐ C. in his wallet
- ☐ D. in a shirt pocket

5 What makes Grandpa tired?

- ☐ A. singing songs
- ☐ B. riding a long way
- ☐ C. talking a lot
- ☐ D. listening to noises

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1.
2.
3.
4.
What Gus and Grandpa HEARD:
1.
2.
3.
4.

They walked up and down the platform.

8 The word platform means a

- ☐ A. kind of train.
- ☐ B. place for waiting.
- ☐ C. line of people.
- ☐ D. train track.

9 A locomotive is a

- ☐ A. train engine.
- ☐ B. railroad car.
- ☐ C. wooden platform.
- ☐ D. train conductor.

10 What helped Grandpa solve his problem in this story?

- ☐ A. Grandpa checked his pockets.
- ☐ B. Grandpa looked in his wallet.
- ☐ C. Grandpa scratched his head.
- ☐ D. Grandpa wore his new hat.

puffed

whistled

11 Which word belongs with the words in the box?

- ☐ A. drove
- ☐ B. looked
- ☐ C. forgot
- ☐ D. hissed

12 a. How do Gus and Grandpa feel about each other?

b. Explain how you know. Use details from the story.

Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2007.

“All Aboard!” (pp. 2–3) from *Gus and Grandpa Ride the Train* by Claudia Mills. Pictures by Catherine Stock. Text copyright © 1998 by Claudia Mills. Pictures copyright © 1998 by Catherine Stock. Published by Farrar, Straus, and Giroux.

Grade 3 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	LI	LI	LI	LI	WV	WV	WV	LI	WV	LA
GLE Code	2-1	2-1	2-4	2-4	2-4	2-4	2-3	2-2	2-3	2-4	2-3	2-5
Depth of Knowledge Code	1	1	1	1	1	1	1	2	1	1	2	2
Item Type ²	MC	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	CR
Answer Key	C	B	B	D	D	B		B	A	C	D	
Total Possible Points	1	1	1	1	1	1	4	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
 II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2007**

**Grade 3
Reading**

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, cach, float, fight; or common suffixes)

1 Which word rhymes with mitten?

- ☐ A. kitchen
- ☐ B. listen
- ☐ C. kitten
- ☐ D. lesson

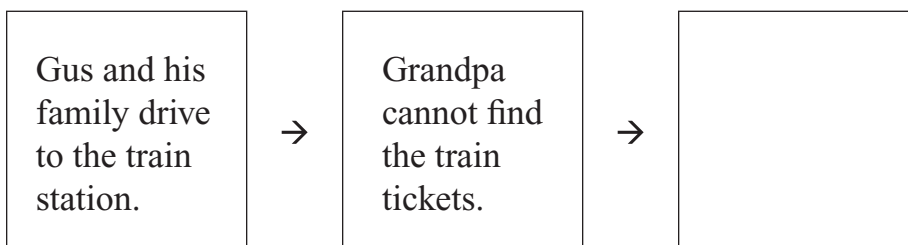
2.1.1 Applies word identification and decoding strategies by identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., knot, cach, float, fight; or common suffixes)

2 Which word has the same **ending** sound as slowly?

- ☐ A. sled
- ☐ B. lucky
- ☐ C. today
- ☐ D. rolling

“All Aboard!”
Literary Text

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text



- 3 Which event from the story belongs in the empty box?
- ☐ A. Gus and Grandpa wait at the train station.
 - ☐ B. Gus and Grandpa stand at the window and wave at people.
 - ☐ C. Gus and Grandpa climb onto the train.
 - ☐ D. Gus and Grandpa get to the train station early in the day.

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 4 What does Gus do for his dog, Skipper?
- ☐ A. feeds him lunch
 - ☐ B. takes him for a walk
 - ☐ C. brings him on the train
 - ☐ D. changes the words to a song

“All Aboard!”
Literary Text

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

5 What makes Grandpa tired?

- ☐ A. singing songs
- ☐ B. riding a long way
- ☐ C. talking a lot
- ☐ D. listening to noises

2.4.1 Demonstrate initial understanding of elements of literary texts by identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

6 Where does Grandpa say he put the train tickets?

- ☐ A. in his jacket
- ☐ B. in a safe place
- ☐ C. in his wallet
- ☐ D. in a shirt pocket

“All Aboard!”
Literary Text

2.3.1 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by identifying synonyms or antonyms; or categorizing words

- 7** Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1.
2.
3.
4.
What Gus and Grandpa HEARD:
1.
2.
3.
4.

**NECAP 2007 RELEASED ITEMS
GRADE 3 READING**

Scoring Guide:

Score	Description
4	Response provides a total of 8 correct entries.*
3	Response provides a total of 6 or 7 correct entries.
2	Response provides a total of 4 or 5 correct entries.
1	Response provides a total of 1, 2, or 3 correct entries.
0	Response is totally incorrect or irrelevant.
Blank	No response

*Each entry must be comprised of a word or words from the story.

Training Notes:

Some words from the story that describe what Gus and Grandpa SAW:	Some words from the story that describe what Gus and Grandpa HEARD:
Curvy roads, green mountains, train station, platform, train, locomotive, conductor, steam, smoke, cinders, children waving, a motel, Mom, Dad, Skipper	Huffed, puffed, chugged, hissed, whistled, barking, singing, children shouting, "All aboard"

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. Children waving,
2. The train,
3. Mommy, Daddy, and Skipper Drive off,
4. The Tickets.
What Gus and Grandpa HEARD:
1. All A board,
2. Singing and barking,
3. Steam whistle,
4. Children shouting

Response provides a total of 8 correct entries of words selected from the story.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:	
1.	a train
2.	the mountain
3.	the motel
4.	the train tracks
What Gus and Grandpa HEARD:	
1.	the steam whistle
2.	Singing
3.	Barking
4.	Cracking

Response provides a total of 7 correct entries of words selected from the story. The correct entries are circled.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:	
1.	<u>train</u>
2.	<u>green mountains</u>
3.	<u>The people</u>
4.	<u>The tickets</u>
What Gus and Grandpa HEARD:	
1.	<u>Songs</u>
2.	<u>listening to noises</u>
3.	<u>talking a lot</u>
4.	<u>Dog barkt's</u>

Response provides a total of 5 correct entries of words selected from the story. The correct entries are circled.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:	
1.	people
2.	<u>Pogs</u>
3.	<u>cats</u>
4.	<u>famils</u>
What Gus and Grandpa HEARD:	
1.	<u>They cold not find it</u>
2.	<u>people yelling</u>
3.	<u>Barkling</u>
4.	<u>stingling</u>

Response provides a total of 2 correct entries of words selected from the story. The correct entries are circled.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:	
1.	They saw a dog
2.	a cat
3.	a lot of pepl
4.	an a howl
What Gus and Grandpa HEARD:	
1.	They heard a dog barking
2.	a cat meowing
3.	an pepl taking
4.	an a howl howl howling

Response provides a total of 1 correct entry of words selected from the story. The correct entry is circled.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 0

- 7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:	
1.	dog
2.	tree
3.	Cat
4.	duck
What Gus and Grandpa HEARD:	
1.	duck
2.	dog
3.	PePe
4.	BABY'S cringe

Response is totally incorrect or irrelevant.

“All Aboard!”
Literary Text

2.2.1 Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful,” or context clues, including illustrations and diagrams; or prior knowledge)

They walked up and down the platform.

8 The word platform means a

- ☐ A. kind of train.
- ☐ B. place for waiting.
- ☐ C. line of people.
- ☐ D. train track.

2.3.2 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by selecting appropriate words to use in context, including words specific to the content of the text

9 A locomotive is a

- ☐ A. train engine.
- ☐ B. railroad car.
- ☐ C. wooden platform.
- ☐ D. train conductor.

“All Aboard!”
Literary Text

2.4.1 **Demonstrate initial understanding of elements of literary texts by** identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

- 10** What helped Grandpa solve his problem in this story?
- ☐ A. Grandpa checked his pockets.
 - ☐ B. Grandpa looked in his wallet.
 - ☐ C. Grandpa scratched his head.
 - ☐ D. Grandpa wore his new hat.

2.3.1 **Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by** identifying synonyms or antonyms; or categorizing words

puffed
whistled

- 11** Which word belongs with the words in the box?
- ☐ A. drove
 - ☐ B. looked
 - ☐ C. forgot
 - ☐ D. hissed

“All Aboard!”
Literary Text

2.5.2 Analyze and interpret elements of literary texts, citing evidence where appropriate by identifying relevant physical characteristics or personality traits of main characters

12 a. How do Gus and Grandpa feel about each other?

b. Explain how you know. Use details from the story.

Scoring Guide:

Score	Description
4	Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.
3	Response identifies how Gus and Grandpa feel about each other. Response provides an explanation of how they know. Response lacks some relevant details from the story or is not fully developed.
2	Response identifies how Gus and Grandpa feel about each other. Response provides a partial explanation of how they know. Response includes limited details from the story.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

**NECAP 2007 RELEASED ITEMS
GRADE 3 READING**

Training Notes:

How Gus and Grandpa feel about each other:

Gus and Grandpa love each other and are very close.

Details showing how:

- Gus and Grandpa are taking a train ride together.
- Gus felt bad that Grandpa felt bad (when they thought they had forgotten the tickets).
- Gus never forgot that he loved Grandpa.
- Grandpa never forgot that he loved Gus.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4

- 12 a. How do Gus and Grandpa feel about each other?

They love each other. They
care about each other.

- b. Explain how you know. Use details from the story.

I know because Grandpa
let him go on the train.
He did not yell or scream
when he was tired from singing.
He used his train tickets
just for the train ride and
Gus

Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4

- 12 a. How do Gus and Grandpa feel about each other?

gus and grandpa loved each other,
And that they would never
forget how much they loved each other

- b. Explain how you know. Use details from the story.

I know because when I read
the story near the end it said
that grandpa would never forget
how much he loved gus and
gus would never forget how
much he loved him.

Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

- 12 a. How do Gus and Grandpa feel about each other?

They loved each other very much.

- b. Explain how you know. Use details from the story.

They talked to each other alot and they helped each other find the tickets.

Response identifies how Gus and Grandpa feel about each other. Response provides an explanation of how they know. Response lacks some relevant details from the story or is not fully developed.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2

- 12 a. How do Gus and Grandpa feel about each other?

They feel good about each other. Grandpa wants to take Gus on a train ride.

- b. Explain how you know. Use details from the story.

When grandpa and Gus got to the train station he forgot where he put the tickets.

Response identifies how Gus and Grandpa feel about each other. Response provides a partial explanation of how they know. Response includes limited details from the story.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

- 12 a. How do Gus and Grandpa feel about each other?

love

- b. Explain how you know. Use details from the story.

base KAS I know.

Response is vague/minimal.

NECAP 2007 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 0

- 12 a. How do Gus and Grandpa feel about each other?

Like they forgot to much.

- b. Explain how you know. Use details from the story.

When grandpa forgot about
the tickets they remembered
all the things they have been
forgetting.

Response is totally incorrect or irrelevant.